DOCUMENT RESUME

ED 455 867 JC 010 542

AUTHOR	Mery, Pamela M.
TITLE	Students Leaving before Census. Survey Series, Spring 2000.
INSTITUTION	City Coll. of San Francisco, CA. Office of Institutional Development, Research, and Planning.
REPORT NO	RR-013-01
PUB DATE	2001-03-00
NOTE	22p.
AVAILABLE FROM	For full text: http://www.ccsf.cc.ca.us/Services/Research_Planning.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Persistence; *Adult Dropouts; Adult Students; Attendance; *Dropout Characteristics; *Dropout Research; *Dropouts; Enrollment; Reentry Students; *Student Attrition; Withdrawal (Education)
IDENTIFIERS	*City College of San Francisco CA

ABSTRACT

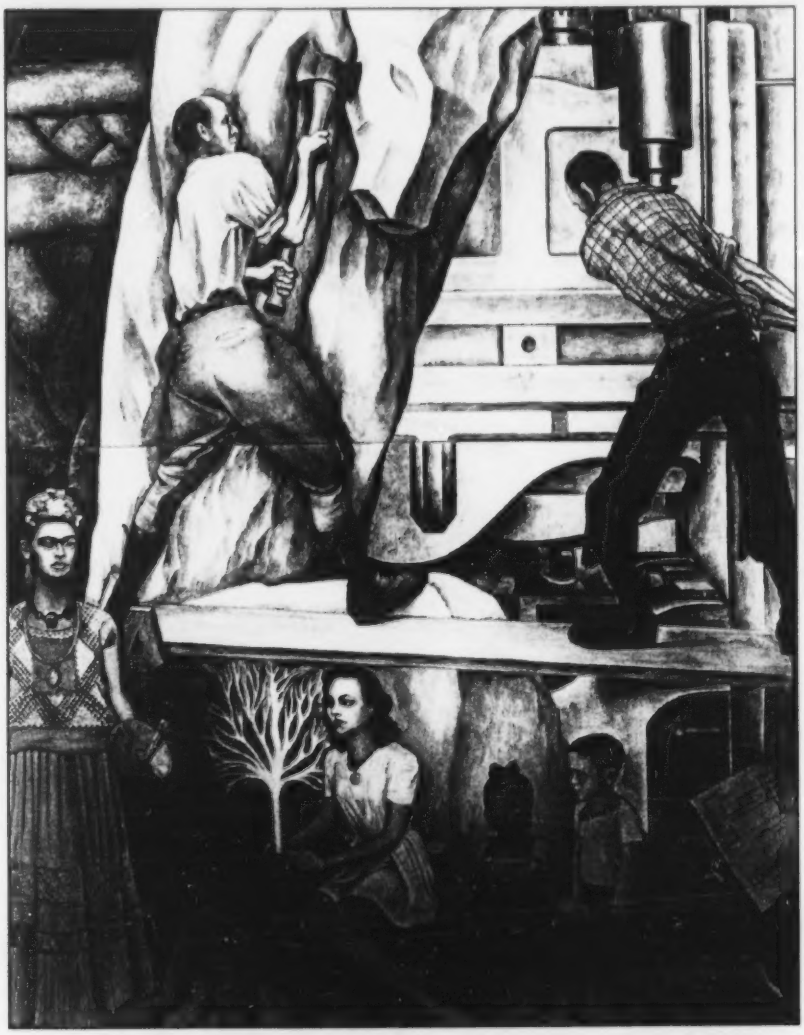
This survey analyzes the characteristics of students who dropped all of their classes at City College of San Francisco (CCSF) before the college's census date. The survey finds that students who drop all of their classes are similar to students who remain enrolled, yet tend to be older, to hold a college-level degree, and to hold at least one full-time job. The major reasons given for dropping classes were: (1) work schedule conflict; (2) transferred; (3) temporary break from studies; (4) accepted a job; (5) home responsibilities; (6) courses not offered; (7) coursework took too much time; and (8) illness. Students were also asked to rate 40 college services, including food, job placement assistance, and building conditions. Students also rated instruction--including class scheduling, quality of instruction, content of classes, and class size. The majority of students expressed overall satisfaction with CCSF. Most (85%) would recommend the college to a friend, and more than 75% plan to attend in the future. Many negative written comments pertained to the conditions of buildings, classrooms, and classroom equipment. This document includes all survey questions and their mean scores. The respondents analyzed did not include first-time students, who tend to differ notably from the overall sample population. (Contains a sample survey and tables.) (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 455 867

Survey Series

Students Leaving Before Census · Spring 2000



City College of San Francisco

Office of Research, Planning & Grants

March 2001

TC010542

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Gabriner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SURVEY SERIES

Students Leaving Before Census • Spring 2000

City College of San Francisco

Report Prepared By:
Pamela M. Mery
pmery@ccsf.cc.ca.us

Office of Research, Planning and Grants
Report 013~01, March 2001
electronic version available from our website:
http://www.ccsf.cc.ca.us/Services/Research_Planning/

City College of San Francisco
50 Phelan Avenue, C306
San Francisco, CA 94112
415.239.3014 Fax 415.239.3010

Students Leaving Before Census
Spring 2000

In Spring 2000, 2337 students enrolled in courses at CCSF and subsequently dropped all their enrollments prior to the college's census date. Surveys were mailed to approximately 1500 of these students. **Overall, 294 survey responses were available for statistical analysis.** The report which follows contains descriptions of the students who were surveyed, the students who responded and a text-based overview of the survey responses. Following the report, pages of tables contain all the numeric survey responses. Finally, an appendix contains additional information on the survey process.

In brief, the report shows that students who drop all their courses tend to be older than other CCSF students, hold a college-level degree, be enrolled with a career focus, and hold at least one full-time job. Forty one percent of the students who responded to the survey indicated they left CCSF at this time for academic reasons; 33% for employment-related reasons, 32% for personal reasons, and only 9% for financial reasons. The majority of students expressed overall satisfaction with City College and most would recommend CCSF to a friend. Over three-quarters of respondents plan to attend CCSF in the future.

WHO WAS SURVEYED?

The appendix contains demographic comparisons of (1) students who drop all their classes vs. the enrolled student population and (2) students responding to the survey vs. the total cohort of these students who dropped all their courses. These assessments were used to determine the response rate and evaluate possible response biases.

Students who drop all their courses look a lot like students who remain enrolled. However, students who drop are somewhat more likely to be older, hold a college-level degree, be enrolled with a career focus, and hold at least one full-time job. To slightly less effect, students who drop all their courses are also more likely to be female or Asian/Pacific Islander, less likely to be Latino. (Appendix 1)

The response rate for the survey (21%) fell well within range of typical response rates for a mail survey (Appendix 2). **The results can be assumed to represent the views of the majority of students who drop all their courses.** Due to the small number and limited responses from first time students, the results do not represent first time students who comprise only 7% of the total cohort and 2% of respondents (Appendix 3). For more information, see the appendix.

WHY DID THESE STUDENTS DROP THEIR CLASSES?

Student respondents indicated the following as major reasons for leaving CCSF at this time: academic (41%), employment-related (33%) and personal (32%). Only 9% of respondents expressly indicated financial reasons for leaving (see p. 5). (Multiple responses allowed.) More specifically, the following areas were cited as major reasons for leaving:

- Work schedule conflict (27.2%)
- Transferred (12.2%)
- Temporary break from studies (11.9%)
- Accepted a job (11.9%)
- Home responsibilities (9.5%)
- Courses not offered (9.2%)
- Coursework too much time (8.5%)
- Illness (personal or family) (7.8%)

Less than 6% indicated dissatisfaction with instruction as a major reason for leaving CCSF. The number of students who drop their classes due to transfer may be the most surprising finding of this survey. Of the 294 respondents, at least 17% (51) were in the process of transferring. (See responses to question 10 on page 8.)

HOW DO THESE STUDENTS RATE THE COLLEGE AND COLLEGE SERVICES?

The majority of students responding expressed overall satisfaction with City College. Most (85.4%) would recommend CCSF to a friend. Over three-quarter of respondents plan to attend CCSF in the future. Overall, respondents indicated comfortable interactions with other students, faculty and staff. More than half of respondents felt a "sense of belonging" at the campus they attended.

More specifically, respondents rated forty different college services on a scale from 1 to 4. (For the purposes of this report, responses were scaled such that 4.000 = "Excellent." See pp. 6-7 for specific ratings.) No services received consistent "Excellent" ratings. Students rated most services as either "Good" (Mean Response in the 3.000 range) or "Good to Fair" (Mean Response in the 2.500 range). Parking received the lowest rating-- a solid "Fair" (Mean Response close to 2.000). Food Services, Job placement assistance, and Classroom and classroom equipment were also among the lowest rated services. (For more information related to employment see pp.8-9.) Notably, many negative written comments pertained to the conditions of buildings, classrooms, and classroom equipment. Conversely, praise for the Library may be largely related to this same issue of quality of surroundings. (Future surveys emphasize that we seek information on library *services*.)

Asked to indicate their satisfaction with instruction, students rated the Availability of Courses, Convenience of Class Scheduling, and Class Size between "Good" and "Fair." Quality of Instruction and Content of Courses were rated "Good." For more precise survey results, see the survey responses which follow on the next seven pages.

ADDITIONAL STUDENT SURVEYS:

- An update of this survey report— Students Leaving Before Census— will be done in Spring 2002.
- Students petitioning for degrees, awards or certificates were surveyed beginning Fall 2000. Preliminary results are currently available; results for the 00/01 school year will be available at the start of the Fall 2001 term.
- A survey of Noncredit students is planned for Spring 2001.
- Entering credit students will be surveyed in Fall 2001.
- Continuing credit students will be surveyed in Fall 2002.

1. How successful were you in achieving what you wanted to do at CCSF?	Number	Percent
Completely	91	33.7
Somewhat	108	40.0
Not very	45	16.7
Not at all	26	9.6
2. Would you recommend CCSF to a friend?		
Yes	240	85.4
No	18	6.4
Unsure	23	8.2
3. Do you plan to attend CCSF in future?		
Yes	206	77.7
No	12	4.5
Unsure	47	17.7
4. ***See next page.***		
5. I felt a sense of belonging at campus I attended.		
Yes	157	61.1
No	100	38.9
6. Students at CCSF showed respect for one another.		
Yes	238	88.2
No	32	11.9
7. Faculty and staff at CCSF were supportive of me.		
Yes	198	77.7
No	57	22.4

4. What were your reasons for leaving the college at this time?

	Minor, Moderate or Major Reason	Major Reason	% Major Reason
Academic (TOTAL)	**176**	**120**	**40.8%**
Low grade	24	3	1.0%
Courses difficult	34	9	3.1%
Poor study habits	45	7	2.4%
Temporary break from studies	78	35	11.9%
Courses not offered	63	27	9.2%
Dissatisfied with instruction	54	17	5.8%
Unsure of major	36	10	3.4%
Courses not challenging	26	7	2.4%
Transferred	42	36	12.2%
Employment (TOTAL)	**145**	**96**	**32.7%**
Work schedule conflict	125	80	27.2%
Accepted a job	59	35	11.9%
W'ent into military	4	1	0.3%
Had to do job search	12	5	1.7%
Financial (TOTAL)	**53**	**26**	**8.8%**
Not enough money	42	13	4.4%
No Financial Aid	23	12	4.1%
Child care too costly	7	4	1.4%
Personal (TOTAL)	**164**	**94**	**32.0%**
Coursework too much time	78	25	8.5%
Home responsibilities	69	28	9.5%
Illness (personal or family)	38	23	7.8%
Personal problems	56	17	5.8%
Fulfilled educational goals	33	13	4.4%
Marital situation changed plans	10	7	2.4%
Moved out of area	16	12	4.1%
Child care not available	9	6	2.0%
TOTAL RESPONDING TO THESE PARTICULAR QUESTIONS	**269**	**236**	**80.3%**

8. Please indicate your level of satisfaction with each service.

	Number Responding	Mean Response*
Matriculation and Advising Services		
Application Process	250	2.780
Placement Testing	163	2.613
New Student Orientation	135	2.541
Academic Advisement by Counselors	162	2.327
Academic Advisement by Faculty	150	2.527
Registration Process		
Catalog	267	3.079
Course Time Schedule	275	2.895
Telephone Registration	270	3.219
Tuition and Fees	275	3.142
Financial Aid Related		
Financial Aid	79	2.380
Extended Opportunity Prog & Srvcs (EOPS)	51	2.529
Textbook Loan Program	50	2.440
General Services		
Bookstore	235	2.485
Parking	193	1.933
Food Services/Cafeteria	157	2.236
Student Health Center	71	2.493
Campus Security	102	2.578
Course Related		
Classroom and Classroom Equipment	258	2.291
Library	183	3.279
Media Center	108	3.111
Language Lab	108	3.019
Learning Assistance Center	97	2.887
Computer Labs	140	2.857

***The statistical average based on a scale of 1-4. For the purpose of ease of reading, this scale was reversed such that 4=Excellent, 3=Good, 2=Fair, 1=Poor. I.e. 4.000 is the highest achievable mean score.**

	Number Responding	Mean Response*
Programs/Services for Special Populations		
Disabled Students Prog & Srvcs (DSP&S)	25	3.040
International Student Programs	23	2.522
Foreign Student Admissions	24	2.625
African American Achievement Program	13	2.385
African American Retention Program	13	2.538
Latino Retention Program	12	2.917
Latina/Latino Service Center	13	2.846
Puente Project	9	2.889
Veterans Services	12	2.917
Transfer-related and other services		
Transfer Center	67	2.597
Transcript services	91	2.549
Graduation evaluation	47	2.532
Student Activities	45	2.489
Career Development & Placemnt Ctr (CDPC)	57	2.351
Job placemnent assistance	36	2.250
Childcare Center	23	2.739
Scholarship Office	31	2.387
9. Please rate the following:		
Quality of instruction	267	2.929
Content of courses	267	2.989
Availability of courses	277	2.469
Convenient class scheduling	274	2.456
Class size	268	2.455
Availability of faculty	254	2.650

***The statistical average based on a scale of 1-4. For the purpose of ease of reading, this scale was reversed such that 4=Excellent, 3=Good, 2=Fair, 1=Poor. i.e. 4.000 is the highest achievable mean score.**

10. Which best describes your experience since leaving CCSF?		
Never applied to transfer and don't intend to	102	46.6
Applied and rejected	2	0.9
Accepted and plan to attend / currently attending	49	22.4
Haven't applied but plan to	66	30.1
11. Are you currently employed?		
Full time	172	60.1
Part time	57	19.9
Self employed	11	3.9
Not employed	46	16.1
12. Individual pre-tax income		
LT $7,500	42	19.0
$7,500 - 9,499	8	3.6
$9,500 - 10,499	9	4.1
$10,500 - 11,499	7	3.2
$11,500 - 15,499	18	8.1
$15,500 - 25,499	39	17.7
$25,500 - 35,499	33	14.9
$35,500 or more	65	29.4
Household pre-tax income		
LT $15,000	15	11.6
$15,000 - 15,999	4	3.1
$16,000 - 18,999	1	1.6
$19,000 - 22,999	11	8.5
$23,000 - 32,999	12	9.3
$33,000 - 42,999	15	11.6
$43,500 or more	70	54.3
13. Number of dependents claimed on taxes:		
Zero	159	60.9
One	55	21.1
Two	30	11.5
Three	10	3.8
Four or more	7	2.7

14. Did the education/training you received at City College help in your employment?		
No, it did not help	140	54.3
Multiple	24	9.3
Helped obtain first job	12	4.7
Helped get new job	18	7.0
Helped get promotion / raise	2	0.8
Improved technical skills	34	13.2
Helped overall performance	28	10.9
15. Is your current or most recent employment related to the education you received at CCSF?		
Not related	163	64.9
Somewhat related	53	21.1
Directly related	35	13.9
If not, why not?		
Not sufficiently qualified	32	31.4
Multiple	13	12.8
Prefer to work in another field	33	32.4
Better paying job in another field	11	10.8
Could not find job in field	6	5.9
Previously in field but changed	7	6.9
18. What is the highest level of education either of your parents achieved?		
No formal education	12	4.4
Elementary	30	11.1
GED or proficiency	3	1.1
High school	62	22.9
Occupational certificate	13	4.8
AA / AS	28	10.3
BA / BS	75	27.7
Post graduate	42	15.5
Unknown	6	2.2

19. Is there a computer where you live which you use?		
No	49	18.9
Yes	210	81.1
20. Does it have internet access?		
No	55	21.0
Yes	207	79.0
21. Please describe your level of computer expertise.		
Non-computer user	15	5.5
Beginner	77	28.1
Intermediate	138	50.4
Advance	44	16.1
26. Would you be interested in participating in a CCSF alumni organization?		
No	215	84.3
Yes	40	15.7
27. If we have follow-up questions, may we contact you?		
No	116	45.0
Yes	142	55.0
28. Would you like to receive a copy of the survey results?		
No	136	51.9
Yes	126	48.1

Characteristics of Students Who Dropped All Their Courses

Students who dropped all their courses in Spring 2000 were categorized by the following:

1. Student Type (continuing, new, etc.)
2. Ethnicity
3. Gender
4. Age
5. Educational Level (at the time of application)
6. Educational Goal
7. Number of Hours Expected to Work
8. Department(s) of Enrollment(s).

(Zip code was reviewed and deemed too diverse to make any meaningful judgments.) In all eight categories, students who drop all their courses follow the general distribution of enrollment at the college. Significant differences which do exist are not sufficient to alter the general assertion that students who drop all their courses look a lot like students who remain enrolled.

However, students who drop are somewhat more likely to be older, hold a college-level degree, be enrolled with a career focus, and are employed full time. To slightly less effect, students who drop all their courses are also more likely to be female or Asian/Pacific Islander, less likely to be Latino. Table 1 below shows the percentages for these characteristics; more complete information is presented in the preceding two pages.

TABLE 1

	Students Dropping All Courses	Enrolled Population	Numeric Difference from Expected*
Continuing from prior semester	61%	64%	-63
25 years old or older	77%	66%	247
Employed full time	37%	31%	145
Degreed (Associate or higher)	28%	21%	165
Career-focused ed. goal	29%	24%	134
Enrichment ed. goal	13%	11%	38
Female	58%	55%	81
Asian/PI	35%	32%	70
Latino	12%	15%	-80
Spring 2000 Total	**2337**	**30372**	

*If the drop % were the same as the enroll %, how many more students there would be in the "enrolled" group.

In addition to student characteristics, course enrollment patterns were reviewed with respect to their department. In Spring 2000, nearly 23,000 pre-census drops were entered into Banner, approximately 4300 of which are attributable to the 2337 students who dropped all their courses. With one exception (Learning Assistance), these 2337 students most frequently enrolled in the 12 departments which also have the greatest overall enrollment— i.e. departments which each enroll more than 2000 students per spring term. However, the extent to which they enrolled in these 12 departments differs: there were higher initial enrollments in CIS and lower initial enrollments in Physical Education, Social Science, Mathematics, and English, among others. (Table 2 below). For example, of students dropping all their courses, 19% had enrolled in at least one CIS course. Comparatively, 15% of the total enrolled CCSF population took at least one CIS course (excluding drops).

TABLE 2

	Students Dropping All Courses	Enrolled Population	Numeric Difference from Expected*
Computer & Information Science	**19%**	**15%**	**111**
English	15%	20%	-108
Foreign Languages	15%	15%	3
English As a Second Language	11%	11%	-5
Bus/Office Tech/Small Bus	11%	13%	-45
Mathematics	10%	16%	-156
Physical Education & Dance	9%	17%	-175
Social Science	7%	15%	-173
Biological Sciences	6%	8%	-41
Behavioral Sciences	6%	9%	-79
Art	5%	7%	-28
Learning Assistance	0%	19%	-445
Spring 2000 Total	**2337**	**30372**	

SURVEY SAMPLE AND RESPONSE RATE

Of the 2337 students who were identified above as having dropped all their Spring 2000 course enrollments, a sample were surveyed. Surveys were sent to half of continuing students (students enrolled in the prior fall term); these students comprise over 61% of the 2337 student cohort. The remaining students who dropped all their courses were surveyed in their entirety. In all, 1498 surveys were mailed. Individuals who did not respond by the deadline were prompted by postcard. Mailings to thirty-three individuals were "returned-to-sender," presumably because the individual had moved. Thus, the response rate for the mail survey was 21.4% (313 divided by 1465, with 11 of these discounted). The number of students who, according to end-of-term data had not maintained any of their course enrollments, was 2337; thus, **the responding sample represents 13.2% of the study population** (302 divided by 2337). An additional eleven respondents had course enrollments on record (presumably late adds) and were excluded from the analysis. Of the 302 respondents, some included a short note or long letter instead of responding to the entire survey. **As noted earlier, overall, 294 surveys were available for statistical analysis, 302 for content analysis.**

ACCOUNTING FOR SAMPLE AND RESPONSE BIAS

The overall response rate of 21.4% varied among different groups. Table 3 shows the population of students who dropped all their courses in Spring 2000 compared to the students who responded to the survey. The only sample bias—since half of continuing students were surveyed this group was under sampled—was largely corrected by the continuing students' response rate. Based on these figures, survey responses can be assumed to be a good representation of the views of continuing students, returning students and first time transfer students.

TABLE 3

	Students Dropping All Courses		Survey Respondents	
	Number	%	Number	%
First Time	162	6.9%	7	2.4%
First Time Transfer	420	18.0%	60	20.4%
Returning	321	13.7%	66	22.4%
Continuing	1434	61.4%	161	54.8%
Spring 2000 Total	**2337**	**100.0%**	**294**	**100.0%**

The survey does not adequately represent the views of first time students, who comprise a small percentage of those who drop all their courses and in addition did not respond in good numbers. Views of these students can be reviewed anecdotally only with the current data.

First time students who drop all their courses differ notably from the overall sample population. First time students are younger (36% are under 25 years old), with no advanced degrees (4% hold a college degree) and less defined goals (30% undecided*), more male (48%), African American (17%) and Latino (17%). (*Note: this may also indicate lack of official college matriculation rather than a lack of internal goal orientation.)

Some other response biases are of note. (For more information see Table 4 on the following page.) Even when the response bias of student type is controlled for, African American and Latino students were less likely to respond to the survey. Combined, they represent 18% of all drops (17% after first time students are eliminated from the calculation); these students only account for 12% of survey responses. Students who are female, 40 years old and older, hold a college-level degree, or enrolled for the purpose of career or personal enrichment were somewhat more likely to respond to the survey. Essentially no difference was found in response rate for hours expected to work. Foreign Language and Art students were also more likely to respond. **Where responses to survey questions vary by these characteristics, these response biases become important.**

TABLE 4

STATUS	Enrolled After Census Number	%	Dropping All Classes Number	%	Survey Respondents Number	%
Continuing	19439	64%	1434	61%	161	55%
New First Time	2040	7%	162	7%	7	2%
New Transfer	4636	15%	420	18%	60	20%
Returning	3808	13%	321	14%	66	22%
Unknown	7	0%	2	0%	0	0%
Concurrent HS	442	1%	*excluded*		*excluded*	
African American/Non Hispanic	2367	8%	160	7%	9	3%
Asian/Pacific Islander	9787	32%	824	35%	108	37%
Filipino	2162	7%	175	7%	18	6%
Hispanic/Latino	4548	15%	270	12%	27	9%
Native American, Other, Unknown	2345	8%	166	7%	17	6%
White Non Hispanic	9163	30%	744	32%	115	39%
Female	16712	55%	1368	58%	184	63%
Male	13362	44%	942	40%	106	36%
No Response	298	1%	29	1%	4	1%
16 - 19 years old	1834	6%	41	2%	8	3%
20 - 24	8301	27%	494	21%	47	16%
25 - 29	5937	20%	569	24%	72	24%
30 - 34	4442	15%	403	17%	45	15%
35 - 39	2965	10%	291	12%	33	11%
40 - 49	4007	13%	320	14%	50	17%
50 Plus	2827	9%	218	9%	39	13%
Unknown/no response	59	0%	3	0%	0	0%
Assoc degree, BA or higher	6461	21%	663	28%	104	35%
HS Graduate or equivalent	16276	54%	1140	49%	129	44%
Not HS grad	986	3%	102	4%	15	5%
Concurrent HS	741	2%	0	0%	0	0%
Unknown/no response	5908	19%	434	19%	46	16%
Basic Skills, GED or HS Diploma	1052	3%	81	3%	12	4%
Ed. Development / Personal Enrichment*	3346	11%	296	13%	48	16%
Obtain a Two or Four year Degree	9603	32%	609	26%	75	26%
Prepare/Maintain/Advance a Career	7178	24%	687	29%	98	33%
Undecided/No Response	5474	18%	451	19%	39	13%
Other	3719	12%	215	9%	22	7%
*Estimated for enrolled population						
1-9 work hours expected per week	2190	7%	157	7%	30	10%
10-19	3286	11%	188	8%	27	9%
20-29	5147	17%	325	14%	30	10%
30-39	3809	13%	310	13%	41	14%
40+	9493	31%	876	37%	109	37%
Not Working	5876	19%	385	16%	49	17%
No Response	571	2%	98	4%	8	3%

Students Leaving Before Census, Spring 2000
Office of Research, Planning & Grants

Appendix 4

TABLE 4, continued

STATUS	Enrolled After Census Number	%	Dropping All Classes Number	%	Survey Respondents Number	%
English	5951	20%	350	15%	39	13%
Learning Assistance	5788	19%	10	0%	6	2%
Phys Education & Dance	5070	17%	215	9%	25	9%
Mathematics	4998	16%	229	10%	18	6%
Social Science	4436	15%	168	7%	17	6%
Computer & Information Sc	4417	15%	451	19%	50	17%
Foreign Languages	4411	15%	343	15%	52	18%
Bus/Office Tech/Small Bus	3928	13%	257	11%	30	10%
English As a Second Langu	3410	11%	258	11%	33	11%
Behavioral Sciences	2764	9%	134	6%	12	4%
Biological Sciences	2302	8%	136	6%	22	7%
Art	2019	7%	127	5%	24	8%

City College of San Francisco

STUDENT SURVEY

As a recent student, your perspective and insights about CCSF are valuable to the College. Please take a few minutes to respond to each of the following questions as honestly and completely as possible, then return the completed survey by April 1, using the envelope provided. Responses should be made by fully filling in the oval next to the answer which best reflects your opinion; you may use blue or black ink, or pencil. For demographic purposes, your student number is attached to this form: all responses will be kept confidential.

OVERALL EXPERIENCE

1. How successful were you in achieving at CCSF what you wanted to do at CCSF?

- Completely successful
- Somewhat successful
- Not very successful
- Not at all successful

2. Would you recommend CCSF to a friend?

Yes No Unsure

3. Do you plan to attend CCSF in the future?

Yes No Unsure

4. What were your reasons for leaving the college at this time?

Major Reason	Moderate Reason	Minor Reason	Not a Reason	
				Academic
				Low grade
				Found courses too difficult
				Inadequate study techniques or habits
				Needed a temporary break from studies
				Courses needed or desired not offered this term
				Dissastified with quality of instruction
				Unsure which courses or major I want
				Course work not challenging
				Transferred to another college
				Employment
				Work schedule conflict
				Accepted a job
				Went into military service
				Couldn't find a job while at school
				Financial
				Not enough money to go to school
				Applied, but could not obtain financial aid
				Child care was too costly
				Personal
				Coursework took too much time
				Home responsibilities were too great
				Illness (personal or family)
				Personal problems
				Fulfilled my personal educational goals
				Marital situation changed my educational plans
				Moved out of the area
				Child care not available

Was there anything the college could have done to help you continue your studies? _____

5. I felt a sense of belonging at the campus I attended.

Yes No

6. Students at CCSF showed respect for one another.

Yes No

7. Faculty and staff at CCSF were supportive of me.

Yes No

For office use only

8. **Please indicate your level of satisfaction with each service/item.**

1=Excellent	2=Good	3=Fair	4=Poor	Did not use, but knew about	Did not know about	
						Matriculation and Advising Services
1	2	3	4	5	6	Application Process
1	2	3	4	5	6	Placement Testing
1	2	3	4	5	6	New Student Orientation
1	2	3	4	5	6	Academic Advisement by Counselors
1	2	3	4	5	6	Academic Advisement by Faculty
						Registration Process
1	2	3	4	5	6	Catalog
1	2	3	4	5	6	Course Time Schedule
1	2	3	4	5	6	Telephone Registration
1	2	3	4	5	6	Tuition and Fees
						Financial Aid Related
1	2	3	4	5	6	Financial Aid
1	2	3	4	5	6	Extended Opportunity Progams & Services (EOPS)
1	2	3	4	5	6	Textbook Loan Program
						General Services
1	2	3	4	5	6	Bookstore
1	2	3	4	5	6	Parking
1	2	3	4	5	6	Food Services/Cafeteria
1	2	3	4	5	6	Student Health Center
1	2	3	4	5	6	Campus Security
						Course Related
1	2	3	4	5	6	Classroom and Classroom Equipment
1	2	3	4	5	6	Library
1	2	3	4	5	6	Media Center
1	2	3	4	5	6	Language Lab
1	2	3	4	5	6	Learning Assistance Center
1	2	3	4	5	6	Computer Labs
						Programs/Services for Special Populations
1	2	3	4	5	6	Disabled Students Programs & Services (DSP&S)
1	2	3	4	5	6	International Student Programs
1	2	3	4	5	6	Foreign Student Admissions
1	2	3	4	5	6	African American Achievement Program
1	2	3	4	5	6	African American Retention Program
1	2	3	4	5	6	Latino Retention Program
1	2	3	4	5	6	Latina/Latino Service Center
1	2	3	4	5	6	Puente Project
1	2	3	4	5	6	Veterans Services
						Transfer-related and other services
1	2	3	4	5	6	Transfer Center
1	2	3	4	5	6	Transcript services
1	2	3	4	5	6	Graduation evaluation
1	2	3	4	5	6	Student Activities
1	2	3	4	5	6	Career Development & Placement Center (CDPC)
1	2	3	4	5	6	Job placemnent assistance
1	2	3	4	5	6	Childcare Center
1	2	3	4	5	6	Scholarship Office

WRITTEN COMMENTS!
Use the margin below for short comments, especially if you rate any item as "Poor".

INSTRUCTION

9. Please rate the following:

	Excellent	Good	Fair	Poor	Not Applicable
Quality of instruction in your CCSF classes	☐	☐	☐	☐	☐
Content of courses	☐	☐	☐	☐	☐
Availability of courses	☐	☐	☐	☐	☐
Convenience of class scheduling (times available)	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐
Availability of faculty	☐	☐	☐	☐	☐

10. Which best describes your experience since leaving CCSF?

- ☐ Never applied to transfer to any other college or university and don't intend to.
- ☐ Haven't yet applied to transfer to any other college or university but plan to do so.
- ☐ Applied to transfer, but have not been accepted anywhere. Application status: ☐ rejected ☐ pending
- ☐ Was accepted for transfer. I plan to: ☐ attend ☐ not attend

EMPLOYMENT

11. Are you currently employed? Yes / No

- Yes: ☐ Full time ☐ Part time ☐ Self employed
- No: ☐ Not employed

12. What is your current pre-tax income:

All responses are confindential. This information helps the college receive grant moneys for needed programs.

individual	family/household
☐ Less than $7,500	☐ Less than $15,000
☐ 7,500 - 8,499	☐ 15,000 - 15,999
☐ 8,500 - 9,499	☐ 16,000 - 16,999
☐ 9,500 - 10,499	☐ 17,000 - 17,999
☐ 10,500 - 11,499	☐ 18,000 - 18,999
☐ 11,500 - 15,499	☐ 19,000 - 22,999
☐ 15,500 - 25,499	☐ 23,000 - 32,999
☐ 25,500 - 35,499	☐ 33,000 - 42,999
☐ 35,500 or more	☐ 43,000 or more

13. Number of dependents claimed on taxes: (do not include yourself)

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 or more

14. Did the education/training you received at City College help in your employment? *(check all that apply)*

- ☐ No, it did not help
- ☐ Helped to obtain a first job
- ☐ Helped get a new job
- ☐ Helped get a promotion or raise
- ☐ Helped improve technical skills
- ☐ Helped overall performance on present job

15. Is your current or most recent employment position related to the education you received at CCSF?

☐ No, no related ☐ Yes, somewhat related ☐ Yes, directly related

If no, why not? (check all that apply)

- ☐ Not sufficiently qualified for a job in my field of college preparation
- ☐ Preferred to work in another field
- ☐ Found better paying job in another field
- ☐ Could not find a job in field of preparation
- ☐ Worked previously in field of preparation, but changed jobs

16. Please provide the following information about your current (or most recent) employment:

Dates of Employment: _____

Job Title: _____

Company Name: _____

17. If the above is different from the first job you obtained after you left/graduated from CCSF, please describe your first job:

Starting Job Title: _____

Approximate Starting Salary: _____

BEST COPY AVAILABLE

DEMOGRAPHICS

18. What is the highest level of education either of your parents achieved? (If education was not in U.S., please indicate the U.S. equivalent if you can.)

- ☐ None / No formal education
- ☐ Elementary school
- ☐ GED or Proficiency Certificate
- ☐ High School
- ☐ Occupational Certificate
- ☐ Community College (AA or AS)
- ☐ College or University (BS or BS)
- ☐ Post graduate (MA, PhD, MD...)
- ☐ Not sure / Not known

19. Is there a computer where you live which you use? ☐ Yes ☐ No

20. Does it have internet (e-mail and/or World Wide Web) access? ☐ Yes ☐ No

21. Please describe your level of computer expertise?

- ☐ Non-computer user
- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced

COMMENTS

Thank you for taking time to fill out the previous sections of this survey - your opinions and concerns are helpful to us. If you would, take a few minutes to provide some written responses to the following questions:

22. Was there an especially outstanding person, course, or service at CCSF? Please describe.

23. What do you most wish you had learned at CCSF but didn't (for whatever reason)?

24. One thing most in need of improvement at CCSF.

25. One thing most pleased/satisfied with at CCSF.

26. Would you be interested in participating in a CCSF alumni organization? ☐ Yes ☐ No

27. If we have follow-up questions, may we contact you? ☐ Yes ☐ No

28. Would you like to receive a copy of the results of this survey? ☐ Yes ☐ No

If you responded with Yes to question 26, 27, or 28, please provide the following contact information:

Your Name:_____

E-mail / Phone number: _____

THANK YOU VERY MUCH FOR YOUR TIME.

Please return the survey using the envelope provided. DO NOT FOLD IT.

If we do not hear from you within two weeks, we will send a reminder notice.

The return address is the Research Office, City College of San Francisco, 50 Phelan Ave., Room 233, San Francisco, CA 94112

For office use only. ☐☐☐☐☐☐☐☐☐☐